Lesson Plan: African American Medical Recognition

Grades: 9-12
Subjects: English/Language Arts, African American History
Time required: 1-2 class periods
Author: Brittany Walker, Teaching With Primary Sources—MTSU

Overview
During the late 19th and early 20th centuries, African Americans made significant strides in building a pool of medical professionals. At the same time, W.E.B. Du Bois advocated that the highly educated African Americans were uniquely suited to help uplift the race and challenge the conditions of Jim Crow America.

Understanding Goal
Using primary sources and “The Talented Tenth” by W.E.B. Du Bois, students will identify how African Americans achieved recognition in the medical profession during the 19th and early 20th centuries and how leaders such as Du Bois envisioned their contributions to the advancement of their community.

Objectives
• Student will analyze photographs.
• Students will construct arguments based on supporting evidence from text.

Investigative Question
How did African Americans challenge segregation to make strides in the medical field?

Materials and Resources
• Worksheet: “The Talented Tenth”
• Writing Exercise: "Outcomes of Segregation"
• Analyzing Primary Sources: Teachers Guide & student worksheet (or online)

Primary Sources:
• Knoxville College nurses on hospital porch [1920s, Beck Cultural Exchange Center] Trials and Triumphs: Tennesseans Search for Citizenship, Community, and Opportunity.
• Miss Marion Rhodes, a graduate nurse from Meharry Medical College, Nashville, Tennessee, assisting the x-raying of one of the children on the project. X-ray clinic at the hospital of the Ida B. Wells Housing Project, Chicago, Illinois [1942]
• Chicago, Illinois. Provident Hospital. Dr. S.J. Jackson, left and Dr. E.V. Williams, interns. Dr. Jackson was born in Texas and studied at Meharry Medical College in Nashville, Tenn. Dr. Williams comes from Kansas and was a Phi Beta Kappa at Kansas University [1942]
• Meharry Graduate in Cap and Gown [1900s, Lay Brothers Studio, Nashville Public Library, Special Collections] Trials and Triumphs: Tennesseans Search for Citizenship, Community, and Opportunity.
Step 1 For each primary source listed in Materials and Resources, click on the image to view a larger, higher resolution version of the photograph. Download these six larger images. (For directions, see How to Save & Print Primary Sources from the Library of Congress Web Site). Save these images to show your students on a projector and print copies to distribute.

Step 2 Familiarize yourself with the Achieving Recognition: Medical Profession page on the Trials and Triumphs Web site. Mention to your students that the first African American professional school in the South, Meharry Medical College, was established by the Freedman’s Aid Society of the Methodist Episcopal Church in 1876. Distribute the printed images from Step 1 (with the exception of the W.E.B. Du Bois portrait) for students to analyze using the Analyzing Primary Sources guide. Show students the image of Hubbard Hospital, which served as the teaching hospital for Meharry Medical College. Show students the images of Marion Rhodes, a graduate nurse from Meharry, and another graduate in his cap and gown. Also show students the photograph of Knoxville College nurses and the image of Dr. S.J. Jackson, who graduated from Meharry and took his practice to Kansas.

Step 3 Once students have analyzed these images individually or in small groups, display the portrait of W.E.B. Du Bois on the projector. Provide your students with background information on Du Bois, including his role as an influential writer and editor of The Crisis, the magazine of the National Association for the Advancement of Colored People (NAACP). How did segregation impact educating black professionals? How did segregation limit their access to health care?

Step 4 Instruct your students to complete the “The Talented Tenth” worksheet, which includes an excerpt from a work written by Du Bois. Remind them to read the instructions at the top of the handout and to read the passage twice before answering the questions provided.

Step 5 In pairs or small groups, students will share their answers from “The Talented Tenth” worksheet. In groups, students should discuss their findings to share with the class. As a class, instruct each pair or small group to share the summary aloud. What do these summaries have in common? What differences do students notice?

Step 6 Instruct students to individually complete the Writing Exercise: “Outcomes of Segregation” worksheet. Read the directions out loud and allow students to have access to the images discussed, either by projecting the images or distributing printed copies. Encourage students to consider everything they’ve learned about segregation up to this point while shaping their essay.
EVALUATION
1) The level of insight and effort in their small group responses on “The Talented Tenth” worksheet (20%),
2) The thoughtfulness of their class participation (20%), and
3) The “Outcomes of Segregation” essay, using the grading rubric below (60%).

EXTENSION
- Students can read more excerpts from “The Talented Tenth” for more writing prompts and discussion ideas.
- Students can explore the Trials and Triumphs Web site to learn more about Tennessee’s history between the end of the American Civil War and the end of World War II.
- Learn about the formation of the National Association for the Advancement of Colored People (NAACP). Students can explore the online Library of Congress exhibition NAACP: A Century in the Fight for Freedom to learn more about the organization and its impact.

ADDITIONAL RESOURCES
- Achieving Recognition: Medical Profession
- Trials and Triumphs Web site
- Meharry Medical College
- W.E.B. Du Bois
- National Association for the Advancement of Colored People (NAACP)

Grading Rubric:

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<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>90—100</td>
<td>Essay has 4 to 5 paragraphs, uses descriptive language and details from class discussion and correct grammar.</td>
</tr>
<tr>
<td>80—89</td>
<td>Essay has 3 to 4 paragraphs, uses some descriptive language and some details from class discussion and mostly correct grammar.</td>
</tr>
<tr>
<td>70—79</td>
<td>Essay has 2 to 3 paragraphs, uses little descriptive language or few details from class discussion and incorrect grammar.</td>
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<tr>
<td>69—0</td>
<td>Essay has fewer than 2 full paragraphs, is off topic, and includes no details from class discussion.</td>
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Chicago, Illinois. Provident Hospital. Dr. S.J. Jackson, left and Dr. E.V. Williams, interns. Dr. Jackson was born in Texas and studied at Meharry Medical College in Nashville, Tenn. Dr. Williams comes from Kansas and was a Phi Beta Kappa at Kansas University [1942]

Meharry Graduate in Cap and Gown [1900s, Lay Brothers Studio, Nashville Public Library, Special Collections] From: Trials and Triumphs: Tennesseans Search for Citizenship, Community, and Opportunity.
Excerpt from “The Talented Tenth”


The Negro race, like all races, is going to be saved by its exceptional men. The problem of education, then, among Negroes must first of all deal with the Talented Tenth; it is the problem of developing the Best of this race that they may guide the Mass away from the contamination and death of the Worst, in their own and other races. Now the training of men is a difficult and intricate task. Its technique is a matter for educational experts, but its object is for the vision of seers. If we make money the object of man-training, we shall develop money-makers but not necessarily men; if we make technical skill the object of education, we may possess artisans but not, in nature, men. Men we shall have only as we make manhood the object of the work of the schools—intelligence, broad sympathy, knowledge of the world that was and is, and of the relation of men to it—this is the curriculum of that Higher Education which must underlie true life. On this foundation we may build bread winning, skill of hand and quickness of brain, with never a fear lest the child and man mistake the means of living for the object of life. . . .

When was this text written? ______________

What do we know about the author, W.E.B. Du Bois? __________________________________________

Examine the phrases that you underlined as being the most important points of the passage. Summarize the main idea of the passage. Do your underlined phrases support this idea?

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African American Medical Recognition
Writing Exercise: “Outcomes of Segregation”

Name: _____________________________________________    Date: _______________________

**Writing Prompt:** Think about the advances and recognition that African Americans achieved in the medical and field during the 19th and early 20th centuries. How did African Americans challenge segregation to make strides in the medical field? Cite specific examples from images and topics discussed in class, including the excerpt from “The Talented Tenth,” from *The Negro Problem: A Series of Articles by Representative Negroes of To-day* (New York, 1903). The following rubric will be used to grade your essay:

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African American Medical Recognition
Writing Exercise: “Outcomes of Segregation”

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